



Boiling Springs High Ninth Grade

3655 Boiling Springs Rd.
Boiling Springs, SC 29316

| | | |
|-----------------------|-----------------------|--------------|
| Grades | 9 High School | |
| Enrollment | 573 Students | |
| Principal | Eddie Cole | 864-578-2610 |
| Superintendent | Dr. Scott Mercer | 864-578-0128 |
| Board Chair | Mr. Danny J. McDowell | 864-578-0128 |

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

| Year | Absolute Rating | Growth Rating |
|-------------|-----------------|---------------|
| 2008 | N/A | N/A |
| 2007 | N/A | N/A |
| 2006 | N/A | N/A |
| 2005 | N/A | N/A |
| 2004 | N/A | N/A |

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS*

| | | | | |
|-----------|------|---------|---------------|---------|
| Excellent | Good | Average | Below Average | At-Risk |
| 3 | 7 | 13 | 3 | 0 |

* Ratings are calculated with data available by September 30.

High School Assessment Program(HSAP) Exam Passage Rate: Second Year Student

| | Our High School | | | High Schools with Students Like Ours | | |
|------------------------|-----------------|------|------|--------------------------------------|------|------|
| Percent | 2006 | 2007 | 2008 | 2006 | 2007 | 2008 |
| Passed 2 subtests (%) | 23.1 | 69.2 | 70.0 | 76.1 | 79.4 | 83.1 |
| Passed 1 subtest (%) | 38.5 | 15.4 | 20.0 | 11.4 | 11.8 | 9.6 |
| Passed no subtests (%) | 38.5 | 15.4 | 10.0 | 12.5 | 8.8 | 7.6 |

HSAP Passage Rate by Spring 2008

| | Our High School | High Schools with Students Like Ours |
|---------|-----------------|--------------------------------------|
| Percent | 0% | 93.5% |

On-Time Graduation Rate

| | Our High School | High Schools with Students Like Ours |
|--------------------|-----------------|--------------------------------------|
| Number of Students | 0 | 308 |
| Number of Diplomas | 0 | 220 |
| Rate | 0% | 73.2% |

End of Course Tests

| Percent of tests with scores of 70 or above on: | Our High School | High Schools with Students Like Ours* |
|-------------------------------------------------|-----------------|---------------------------------------|
| Algebra 1/Math for the Technologies 2 | 0 | 77.0 |
| English 1 | 0 | 68.4 |
| Physical Science | 0 | 59.6 |
| All Tests | 0 | 67.9 |

* High Schools with Poverty Indices of no more than 5% above or below the index for this school.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Profile

| | Our School | Change from Last Year | High Schools with Students Like Ours | Median High School |
|----------------------------------------------------------------------------|------------|-----------------------|--------------------------------------|--------------------|
| Students (n=573) | | | | |
| Retention rate | 2.4% | Down from 3.6% | 6.1% | 6.1% |
| Attendance rate | 94.8% | Up from 94.4% | 95.0% | 95.0% |
| Eligible for gifted and talented | 13.6% | Up from 9.6% | 11.6% | 8.3% |
| With disabilities other than speech | 8.1% | Up from 5.7% | 13.4% | 13.0% |
| Older than usual for grade | 2.3% | Down from 2.6% | 7.0% | 8.5% |
| Out-of-school suspensions or expulsions for violent &/or criminal offenses | 0.7% | Down from 0.9% | 1.3% | 1.5% |
| Enrolled in AP/IB programs | N/R | N/R | 19.1% | 11.4% |
| Successful on AP/IB exams | N/A | N/A | 57.7% | 54.3% |
| Eligible for LIFE Scholarship | N/R | N/R | 31.8% | 30.5% |
| Annual dropout rate | 2.5% | Up from 1.2% | 4.0% | 3.5% |
| Career/technology students in co-curricular organizations | N/A | N/A | 1.2% | 3.1% |
| Enrollment in career/technology courses | 224 | Up from 213 | 735 | 559 |
| Students participating in work-based experiences | N/A | N/A | 9.8% | 10.6% |
| Career/technology students attaining technical skills | 67.9% | Down from 72.1% | 81.7% | 79.6% |
| Career/technology completers placed | N/A | N/A | 100.0% | 98.5% |
| Teachers (n=29) | | | | |
| Teachers with advanced degrees | 44.8% | Down from 53.6% | 62.5% | 57.4% |
| Continuing contract teachers | 75.9% | Up from 64.3% | 73.6% | 69.6% |
| Teachers with emergency or provisional certificates | 13.0% | Up from 10.5% | 4.8% | 8.7% |
| Teachers returning from previous year | 81.6% | Down from 82.2% | 85.9% | 85.0% |
| Teacher attendance rate | 94.6% | Down from 95.1% | 95.4% | 95.4% |
| Average teacher salary | \$43,644 | Up 3.6% | \$46,904 | \$46,061 |
| Professional development days/teacher | 13.9 days | Down from 14.6 days | 11.7 days | 11.4 days |
| School | | | | |
| Principal's years at school | 6.0 | Up from 5.0 | 5.5 | 3.0 |
| Student-teacher ratio in core subjects | 28.8 to 1 | Up from 26.8 to 1 | 28.1 to 1 | 25.4 to 1 |
| Prime instructional time | 86.5% | No Change | 90.2% | 89.1% |
| Dollars spent per pupil* | \$5,994 | Up 19.2% | \$6,602 | \$7,279 |
| Percent of expenditures for teacher salaries* | 52.5% | Up from 51.8% | 54.9% | 55.3% |
| Percent of expenditures for instruction* | 56.9% | Up from 53.6% | 60.0% | 60.8% |
| Opportunities in the arts | Poor | No Change | Excellent | Excellent |
| Parents attending conferences | 88.6% | Up from 42.0% | 96.3% | 94.2% |
| SACS accreditation | Yes | No Change | Yes | Yes |
| Character development program | Average | No Change | Good | Good |
| Modern Language Program Assessment | N/A | N/A | Good | Good |
| Classical Language Program Assessment | N/A | N/A | Excellent | Average |

* Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

Performance By Student Groups

| | HSAP Passage Rate by Spring 2008 | | End of Course Passage Rate | | Graduation Rate | | |
|----------------------------|-------------------------------------|-----|-------------------------------|-----|-----------------|-----|------------------------|
| | n | % | t | % | n | % | Met State Objective |
| All Students | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Gender | | | | | | | |
| Male | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Female | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Racial/Ethnic Group | | | | | | | |
| White | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| African American | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Asian/Pacific Islander | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Hispanic | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| American Indian/Alaskan | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Disability Status | | | | | | | |
| Disabled | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Migrant Status | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| English Proficiency | | | | | | | |
| Limited English Proficient | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Socio-Economic Status | | | | | | | |
| Subsidized meals | N/A | N/A | N/A | N/A | N/A | N/A | N/A |

* n=number of students on which percentage is calculated. t=number of tests taken.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

Report of Principal and School Improvement Council

The 2007-2008 school year for Boiling Springs High School - 9th Grade was a year where students began to realize their potential. The transformation from junior high to high school should be an easier adjustment now that these students have witnessed a little of what high school is all about. Ninth graders grow accustomed to sixty-minute classes compared to forty minutes in jr. high and ninety minutes in high school. This provides a stepping stone to the block schedule that they will encounter in the tenth grade. The separation of 9th graders and 12th graders has again proved to be a very positive move. It is something special for adolescents to share feelings with close friends all the same age.

Many student accomplishments were achieved during the 2007-2008 school year. Out of a student body of 575, one hundred and fifty-five of those were taking all or some honors classes. Students were able to fulfill 6 required courses consisting of English, algebra, physical science, world geography, physical education, and computer tech. If one chose to take an elective, he/she took Spanish, band, chorus, orchestra, Read 180, or ROTC. End of Course Tests were given in English 1, Algebra 1, and Physical Science. These tests count twenty percent of the final grade. Out of 241 students taking the EOC in Algebra 1, a phenomenal 233 passed the exam. In order for a freshman to become a sophomore, a student must pass English, algebra, and two other courses. Ninety-three percent of our students achieved this goal. The other seven percent may go to summer school in order to gain promotion to the tenth grade. Twenty-nine students received perfect attendance for the year. The Beta Club inducted 134 new members in March. Eighty students were selected by the faculty as "Students of the Month." The school literacy team developed a literacy plan which included the implementation of a daily school-wide silent sustained reading. Class readers and individual readers were chosen as "Readers of the Month."

Many of our students participated in extracurricular activities such as fine arts, clubs, and sports. Several freshmen excelled on varsity athletic teams, and many others participated on junior varsity teams. The marching band, which won the upper state band competition, was composed of 90 freshmen. The chorus and orchestra performed before large crowds at several different concerts throughout the school year. The freshmen football and basketball teams had winning records and represented our school well. Student Government, Hope Service Club, FCA, and Beta Club, was available to 9th graders who chose to join them.

Some of the most dedicated teachers and staff members worked daily at helping our students grow intellectually and socially during the 2007-08 school year. They motivated and encouraged their students to set high goals and then helped them accomplished those goals. Congratulations to Trish Edgerton for being chosen by the faculty as our "Teacher of the Year." Our vision to "enrich young minds" was always the guiding force behind all decisions. The memories that were made from the 9th grade campus will always be remembered in years to come.

Eddie Cole – Principal
Jennifer Sellers – SIC Chairman

Evaluations by Teachers, Students and Parents

| | Teachers | Students* | Parents* |
|--------------------------------------------------------|----------|-----------|----------|
| Number of surveys returned | 32 | 528 | 295 |
| Percent satisfied with learning environment | 93.8% | 64.3% | 81.0% |
| Percent satisfied with social and physical environment | 96.9% | 68.8% | 70.8% |
| Percent satisfied with school-home relations | 84.4% | 79.6% | 70.7% |

* Only eleventh grade students and their parents were included. For schools without grade eleven, only the highest grade was included.

School Adequate Yearly Progress

This school met 0 out of 0 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

N/A

School Improvement Key

| | |
|-------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| NI | Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice. |
| CSI | Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services. |
| CA | Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action. |
| RP | Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan. |
| R | Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan. |
| DELAY | The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay." |
| HOLD | The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold." |

Teacher Quality Data

| | Our School | State |
|-------------------------------------------------------------------------|------------|-------|
| Classes in low poverty schools not taught by highly qualified teachers | 2.2% | 1.8% |
| Classes in high poverty schools not taught by highly qualified teachers | N/A | 6.8% |

| | Our School | State Objective | Met State Objective |
|-------------------------------------------------|------------|-----------------|---------------------|
| Classes not taught by highly qualified teachers | 4.3% | 0.0% | No |

Abbreviations for Missing Data

HSAP Performance By Group

| | Enrollment 1st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | School % Proficient and Advanced* | District % Proficient and Advanced* | State % Proficient and Advanced* | Performance Objective Met | Participation Objective Met |
|--|----------------------------------|----------|---------------|---------|--------------|------------|--------------------------------------|----------------------------------------|-------------------------------------|------------------------------|--------------------------------|
|--|----------------------------------|----------|---------------|---------|--------------|------------|--------------------------------------|----------------------------------------|-------------------------------------|------------------------------|--------------------------------|

English/Language Arts - State Performance Objective = 52.3% (Proficient and Advanced)

| | | | | | | | | | | | |
|----------------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| All Students | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Male | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Female | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| White | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| African American | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Asian/Pacific Islander | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Hispanic | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| American Indian/Alaskan | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Disabled | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Limited English Proficient | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Subsized meals | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |

Mathematics - State Performance Objective = 50.0% (Proficient and Advanced)

| | | | | | | | | | | | |
|----------------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| All Students | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Male | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Female | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| White | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| African American | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Asian/Pacific Islander | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Hispanic | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| American Indian/Alaskan | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Disabled | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Limited English Proficient | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Subsized meals | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |

Physical Science (End-of-Course Performance by Group)

| | | | | | | | | | | | |
|----------------------------|-----|------|------|------|------|-----|------|-----|-----|-----|-----|
| All Students | 551 | 95.6 | 58.3 | 21.1 | 11.4 | 4.9 | 16.3 | N/A | N/A | N/A | N/A |
| Male | 297 | 94.3 | 54.2 | 21.2 | 11.4 | 7.4 | 18.9 | N/A | N/A | N/A | N/A |
| Female | 254 | 97.2 | 63.0 | 20.9 | 11.4 | 2.0 | 13.4 | N/A | N/A | N/A | N/A |
| White | 414 | 96.4 | 54.1 | 22.2 | 14.0 | 6.0 | 20.0 | N/A | N/A | N/A | N/A |
| African American | 76 | 96.1 | 77.6 | 13.2 | 2.6 | 2.6 | I/S | N/A | N/A | N/A | N/A |
| Asian/Pacific Islander | 21 | 95.2 | 52.4 | 28.6 | 14.3 | N/A | I/S | N/A | N/A | N/A | N/A |
| Hispanic | 38 | 92.1 | 71.1 | 21.1 | N/A | N/A | I/S | N/A | N/A | N/A | N/A |
| American Indian/Alaskan | N/A | I/S | I/S | I/S | I/S | I/S | I/S | N/A | N/A | N/A | N/A |
| Disabled | 38 | 94.7 | 94.7 | N/A | N/A | N/A | I/S | N/A | N/A | N/A | N/A |
| Migrant | 1 | I/S | I/S | I/S | I/S | I/S | I/S | N/A | N/A | N/A | N/A |
| Limited English Proficient | 57 | 93.0 | 70.2 | 15.8 | 3.5 | 3.5 | I/S | N/A | N/A | N/A | N/A |
| Subsized meals | 201 | 93.5 | 70.1 | 16.9 | 4.5 | 2.0 | 6.5 | N/A | N/A | N/A | N/A |

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

Two-Year HSAP Trend Data

| | School Year | Enrollment 1st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | School % Proficient and Advanced* | District % Proficient and Advanced* | State % Proficient and Advanced* |
|--|-------------|-------------------------------|----------|---------------|---------|--------------|------------|-----------------------------------|-------------------------------------|----------------------------------|
|--|-------------|-------------------------------|----------|---------------|---------|--------------|------------|-----------------------------------|-------------------------------------|----------------------------------|

English/Language Arts - State Performance Objective = 52.3% (Proficient and Advanced)

| | | | | | | | | | | |
|--------------|------|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| All Students | 2007 | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 2008 | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |

Mathematics - State Performance Objective = 50.0% (Proficient and Advanced)

| | | | | | | | | | | |
|--------------|------|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| All Students | 2007 | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 2008 | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |

Abbreviations for Missing Data